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ABSTRACT

This guide provides practicing school counselors with self-instructional materials by referring them to Educational Resources Information Center (ERIC) documents which are available on microfiche. The guide includes usage strategies and a needs assessment for helping users select appropriate materials. The content topics are accountability, behavior modification, change agentry, child abuse, consultation, decision-making, and guidance for career and job placement. It also includes the general subjects of legal concerns, parent education, program planning and development, proposal writing, public relations, substance abuse, and values, and the following counseling sub-topics: death and dying, groups, minorities, peers, and women. In addition, instructions for manually searching the ERIC data base are provided. The guide's felxibility suggests many possible uses, including as a reference source or as the curriculum for group training. (LJS)

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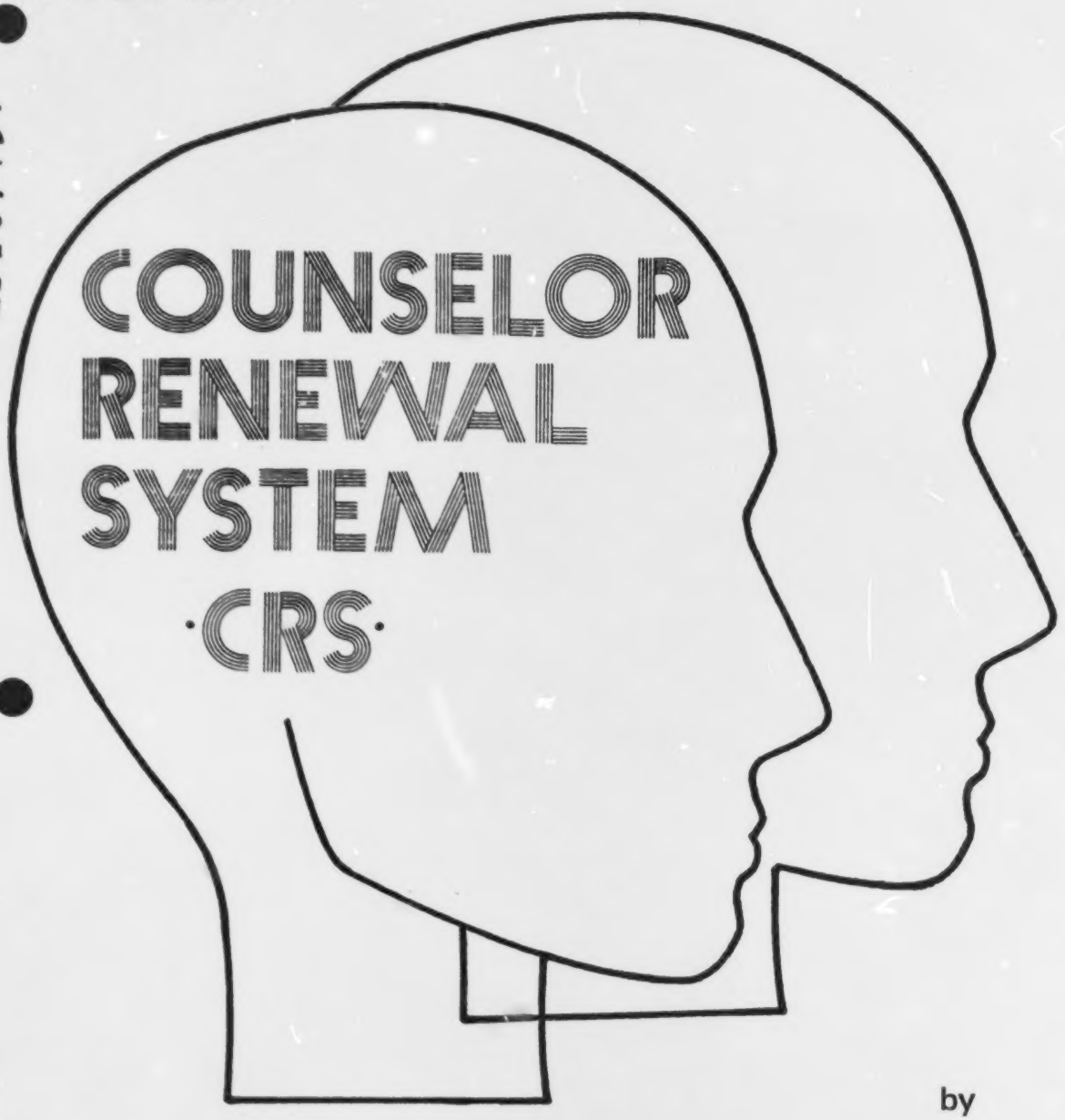
COUNSELOR RENEWAL SYSTEM

·CRS·



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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PREFACE

Julia Child suggests that what makes French cuisine superior is that French chefs adhere to a body of rules when they prepare meals. When we set out to develop the Counselor Renewal System, which we now refer to as the CRS, we did not really intend to create a French-style gastronomical delight, but we did hope to produce something attractive to the counselor's palate--nutritious and contributive to growth. We also followed a set of rules, however, the prime one being to use knowledgeable and able people to help us make decisions as to what our Clearinghouse should do and how to do it.

In the early states of the development of CRS, we consulted with the then-ASCA-President, Don Severson. He shared our excitement and encouraged us to proceed. Louise Forsyth, who succeeded Don as President, was equally turned on, and worked actively with us in conducting a needs assessment of ASCA members and presenting the CRS to the ASCA Board for their approval and input. Once Louise espouses a "cause," her enthusiasm is boundless, and we even grew concerned over asking for her help--because no matter what was suggested, she always came through with more. Throughout this developmental phase we also had the benefit of the enthusiastic and active support of Judy Tindall, the ASCA liaison person with ERIC/CAPS. More recently, the current ASCA President, Helen Washburn, and Jacque Coombs, ASCA coordinator of the project, have been most supportive of our efforts to produce the CRS.

It may be a measure of the quality of the recipe that despite many staff changes, the CRS has gone on. Perhaps it hasn't been the fact that the recipe itself was good, but rather that we have had so many cooks, each flavoring it a bit to their personal tastes. The result is a resource for counselors of all tastes and all seasons. Paramount among those contributing to its development from the ERIC/CAPS Clearinghouse were the Director, Garry R. Walz, Marc Ruby, Marian Jensen, Adrian Baker, and for final touches, Carol Jaslow.

Perhaps the ultimate test of any dish is that you eat more than you had planned to and look forward to having it again. Hopefully, the CRS will make you feel that way. If, somehow, the CRS sharpens your tastes for renewal, we will feel that the contributions of so many people have indeed been worthwhile. We hope, along with ASCA, that counselors from everywhere will be asking for and using the Chateaubriand of counselor resources--the Counselor Renewal System. It's trim, devoid of fat, highly palatable, and, we feel, extremely nutritious.

Garry R. Walz

Director

INTRODUCTION

Counselors today are taking on many new roles and responsibilities: counseling for drug abuse, conducting needs assessments, leading seminars in values clarification, preparing decision-making materials, and acting as change agents. Assuming leadership for such tasks can be both frustrating and rewarding--frustrating because there may have been little or no opportunity to acquire competence in the specific area, rewarding in the personal and professional satisfaction that derives from knowing one has contributed to growth and positive change in others.

Counselors, because they are resourceful, have usually found a way to upgrade their skills to respond to these new demands. The upgrading process, however, has too frequently been accompanied by pain, ineffectiveness, self-doubt, and prolonged trial-and-error. Counselors have had to pay too high a price trying to be helpful in areas for which they were not trained.

The Counselor Renewal System is a prototype effort to reduce counselor frustration and uncertainty over <u>what</u> new competencies to acquire and <u>how</u> to acquire them. We do not claim that it is a panacea. By itself, the system cannot produce skillful, competent counselors; but a clearer sense of purpose and an enhanced awareness of what to do and how to go about doing it are reasonable expectations for those who use it.

Transportability and versatility have been considered, too. The Counselor Renewal System can travel to where the needs and interests are, quickly and inexpensively. It is close to being a "one-stop" counselor renewal program since all that is needed beyond the System itself is a

microfiche reader. It is appropriate not only for upgrading existing counselor competencies (helping a seat-of-the-pants counselor "mover" learn the skills of being an effective change agent) but also for preparing counselors in areas totally new to them (e.g., how many counselors worked with drug abusers a decade ago?). The System can be used by an individual, by trainer-facilitated groups, or by self-led groups.

Counselor renewal is a personal commitment. It requires that counselors transcend their present skills in their efforts to achieve personal growth. In this system, we are providing you with the opportunity to grow. We urge you to experiment with the new programs, try out the innovative practices, put to use rediscovered and new skills, reshape your goals and roles. Above all, take satisfaction from the knowledge that you have made the effort. The title "counselor" is appropriately yours!

HOW TO USE CRS

The Counselor Renewal System (CRS) was designed with the practicing school counselor in mind. Because time is always at a premium, the System has been set up to provide quick, on-the-spot retrieval of focused self-instructional material on specific topics. The following are some general statements about content, strategies for use, and instructions to help you use CRS.

CONTENT

General topics covered in CRS were selected from the APGA survey of counselors, and a counselor needs assessment conducted for us by ASCA.

A. accountability
B. behavior modification
C. change agentry
D. child abuse
E. consultation
F. counseling (For ease of resource identification, CRS has included several sub-topics under the broader listing of "counseling.")
   - death and dying
   - group
   - minority
   - peer
   - women
G. decision-making
H. guidance
   - career
   - job placement
I. legal concerns
J. parent education
K. program planning and development
L. proposal writing
M. public relations
N. substance abuse
O. values

The CRS is divided into two major parts. The first consists of guidelines for use and a needs assessment. The second part contains microfiche of the documents relating to each topic which can be read with a microfiche reader. (The use of microfiche reduces the cost of the System and makes it easily portable.)

The Need Prioritization Instrument (NPI) consists of 43 items which reflect elements of the renewal topics. For some topics, there may be several appraisal statements while for others there may be only one. The purpose of the self-appraisal is to help you conceptualize and prioritize your particular needs for renewal. Therefore, the more candid your responses, the more clearly you will be able to identify the renewal strategy best suited to your needs.

STRATEGIES FOR USE

The Counselor Renewal System is designed to be a self-instructional, self-regulated program. By means of the initial self-appraisal, you will identify areas where your need for renewal is distinct. CRS then directs you to references appropriate to your specific needs. You can use the learning strategy working on your own or in a small group. If you prefer a less structured approach, you can use CRS as a desk-top reference, consulting the index about specific topics as the need arises.

Though CRS was designed especially for counselors, co-workers like teachers, administrators, or paraprofessionals will also find it to be a rich source of valuable information. For example, many documents in CRS

are appropriate for use by a counselor and a teacher working collaboratively in the classroom.

The modular format of CRS makes it highly flexible, and should make you feel comfortable about adapting the material for use in your setting or using the materials in any sequence you desire. Since renewal of skills is a very individual task, it is probable that no two people will use CRS in exactly the same way.

INSTRUCTIONS

To begin the renewal process in a systematic fashion, you should first complete the Need Prioritization Instrument component. Respond to each item and determine your score on the worksheet. Once you have identified the areas upon which to concentrate, you will be directed to the appropriate references to begin your renewal process.

Directions for Using the Need Prioritization Instrument (NPI)

The NPI contains 43 questions letter-coded to categorize them into areas of potential "renewal." Your responses to the questions will help you to assess your current level of skills, knowledge, interest and/or need. Responses to the questions should be placed on the Self-Assessment Worksheet, on the page opposite the NPI questions.

Directions for Using the Reference Section

Once you have established your working priorities through use of the NPI, select the area with the highest priority and turn to that area in the Reference Section. There you will find at least one ERIC reference,

described and highlighted with topics particularly pertinent to the general area under discussion. Pages of the ERIC document on which those topics are referenced are indicated in parentheses. You can then select the materials you wish to study. When you have finished with your first priority, you can go back to Column 4 and use the same process with each additional priority entry.

Using the Index

The Index provides an additional way in which to locate specific information on the microfiche in the Microfiche File section. Should you have informational needs of a highly specific nature, you can by-pass the Reference Section and go directly to the Index. The Index provides you with the ERIC Document number (ED) for the resource in which your topic is presented, as well as the document pages on which your topic is specifically discussed.

ADDITIONAL SECTIONS

Continuing the Renewal Process advocates continuing use of the ERIC system for ongoing knowledge updating. It describes the way in which materials--documents as well as journal articles--are processed into ERIC, and ways in which these materials can be retrieved from ERIC.

Accessing the ERIC System offers a step-by-step guide to manual searching of the ERIC data base. (Computer searches are also available through the ERIC/CAPS Clearinghouse, as well as many other search services throughout the country.)

USING THE NEED PRIORITIZATION INSTRUMENT (NPI)

In Column 1, your answer will be based on your current level of skills and knowledge. An answer of "1" means "I have no skills or knowledge in this area." An answer of "5" means "I am highly knowledgeable in this area." An answer of "2" indicates very limited knowledge or skill; "3" indicates moderate knowledge or skill; "4" indicates more than moderate knowledge or skill.

In Column 2, your answer will be based on how much you need to know. An answer of "1" means "I have no need of further knowledge in this area." An answer of "5" means "I am in urgent need of further training in this area." Once again, answers of "2" through "4" indicate gradations between these two extremes.

Next, subtract the number in Column 1 from the number in Column 2 and record the result in Column 3. It is possible to obtain a negative number as a result. Repeat this process until you have entries in all three columns for each question.

Column 3 contains the "priority value" or level of importance to you for each question. Find the question with the highest priority value (the greatest positive number) in Column 3. Write the question number, with its associated letter, in Entry 1 of Column 4. Find the next highest priority value in Column 3 and write the question number and letter in Entry 2 of Column 4. Repeat this process until you have completed all 5 entries in Column 4.

Column 4 represents the areas to which you have assigned the highest

priorities according to your personal needs and interests. The letters in each entry refer to the relevant portions of the Reference Section.

NOTE: The NPI has intentionally been printed one-sided to enable you to reproduce it more easily as your needs may require. You may remove the pages from the binder when filling out the Instrument.

EXAMPLE

SELF-ASSESSMENT WORKSHEET

	Column 1 Current level of skills and knowledge. 1 = no skills or knowledge. 5 = considerable skills or knowledge.	Column 2 Level of need or curiosity. 1 = no need for information. 5 = urgent need for information.	Column 3 Column 2 entry minus Column 1 entry.	
1.	5	1	-6 (A)	
2.	3	5	+2 (B)	
3.	4	4	0 (B)	
4.	1	5	+4 (B)	+11
5.	3	4	+1 (B)	
6.	1	5	+4 (B)	
7.	4	2	-6 (C)	
8.	4	1	-5 (C)	
9.	1	5	+4 (D)	+4
10.	2	5	+3 (E)	+3

Column 4

List of the five highest priority values, in descending order.	Category Names
1. B	1. Behavior Modification
2. D	2. Child Abuse
3. E	3. Consultation

NEED PRIORITIZATION INSTRUMENT (NPI)

1. Do I understand the concept of accountability as it relates to my role as a counselor?

2. Am I able to use a behavioral counseling model?

3. Can I identify basic kinds of behavioral reinforcers?

4. Can I provide practical instruction for teachers on human development and behavior modification techniques?

5. Am I able to write a behavioral contract?

6. Can I write measurable behavioral objectives?

7. Am I able to define the change process?

8. Do I have a workable approach to facilitating change and innovation in my system?

9. Can I describe strategies for school personnel in helping them to recognize and deal with problems of child neglect and abuse?

10. Do I understand the different strategies for consultation with teachers, administrators, and parents?

11. Do I possess knowledge of strategies for overcoming special problems relating to sex bias?

12. Can I explain the counselor's role in death-related grief counseling?

13. Do I use the various techniques related to group counseling?

14. Do I know how to set up and facilitate a structured group?

15. Can I effectively establish and use peer counseling in my school?

16. Am I knowledgeable about the cultural and ethnic groups in my school?

17. Do I cognitively understand and accept the inherent error of such prejudicial behavior as gross generalization, labeling or stereotyping?

18. Do I have the skills needed to promote good relations among racially different students?

19. Am I able to define the elements of decision making?

20. Can I set up and implement training programs for students in problem solving?

21. Can I use currently available techniques for helping students to evaluate their own needs and abilities as they relate to career choices?

Scale = 1 to 5

SELF-ASSESSMENT WORKSHEET

Column 1	Column 2	Column 3
Current level of skills and knowledge. 1 = no skills or knowledge. 5 = considerable skills or knowledge.	Level of need or curiosity. 1 = no need for information. 5 = urgent need for information.	Column 2 entry minus Column 1 entry.
1. _____	1. _____	1. _____ (A)
2. _____	2. _____	2. _____ (B)
3. _____	3. _____	3. _____ (B)
4. _____	4. _____	4. _____ (B)
5. _____	5. _____	5. _____ (B)
6. _____	6. _____	6. _____ (B)
7. _____	7. _____	7. _____ (C)
8. _____	8. _____	8. _____ (C)
9. _____	9. _____	9. _____ (D)
10. _____	10. _____	10. _____ (E)
11. _____	11. _____	11. _____ (F)
12. _____	12. _____	12. _____ (F)
13. _____	13. _____	13. _____ (F)
14. _____	14. _____	14. _____ (F)
15. _____	15. _____	15. _____ (F)
16. _____	16. _____	16. _____ (F)
17. _____	17. _____	17. _____ (F)
18. _____	18. _____	18. _____ (F)
19. _____	19. _____	19. _____ (G)
20. _____	20. _____	20. _____ (G)
21. _____	21. _____	21. _____ (H)

22. Can I design a program to satisfy career development needs of students in my school?

23. Do I have adequate resources for helping students get information about the "world of work"?

24. Can I evaluate the career guidance programming in my school?

25. Do I understand the relationship between school curriculum and career development?

26. Do I know how to establish and implement a career resource center?

27. Am I aware of strategies used in job placement for the "hard-to-employ"?

28. Do I understand the basic principles involved in job placement activities?

29. Can I develop and conduct a program of job development for students in my setting?

30. Am I aware of the legal implications of the counseling practices which I employ?

31. Can I explain to a student his/her legal rights as they relate to the school setting?

32. Can I help parents to communicate more effectively with their children?

33. Can I plan and conduct a needs assessment?

34. Can I design and conduct an inservice program for staff members?

35. Can I apply a systematic approach to planning and evaluating programs?

36. Am I able to write a proposal to obtain supplementary funding?

37. Can I plan a public relations program about guidance services to present to the community?

38. Do I understand the physiological effects of drug and alcohol abuse?

39. Do I know how to implement an alcohol education and prevention program in my school?

40. Do I know how to sensitize my students to the values of others?

41. Am I aware of values clarification exercises which might help students with their questions?

42. Do I have knowledge of contemporary cultures and changing life styles?

43. Am I able to set up and implement training programs for values clarification?

Scale = 1 to 5

SELF-ASSESSMENT WORKSHEET

Column 1	Column 2	Column 3
Current level of skills and knowledge. 1 = no skills or knowledge. 5 = considerable skills or knowledge.	Level of need or curiosity. 1 = no need for information. 5 = urgent need for information.	Column 2 entry minus Column 1 entry.
22. _____	22. _____	22. _____(H)
23. _____	23. _____	23. _____(H)
24. _____	24. _____	24. _____(H)
25. _____	25. _____	25. _____(H)
26. _____	26. _____	26. _____(H)
27. _____	27. _____	27. _____(H)
28. _____	28. _____	28. _____(H)
29. _____	29. _____	29. _____(H)
30. _____	30. _____	30. _____(I)
31. _____	31. _____	31. _____(I)
32. _____	32. _____	32. _____(J)
33. _____	33. _____	33. _____(K)
34. _____	34. _____	34. _____(K)
35. _____	35. _____	35. _____(K)
36. _____	36. _____	36. _____(L)
37. _____	37. _____	37. _____(M)
38. _____	38. _____	38. _____(N)
39. _____	39. _____	39. _____(N)
40. _____	40. _____	40. _____(O)
41. _____	41. _____	41. _____(O)
42. _____	42. _____	42. _____(O)
43. _____	43. _____	43. _____(O)

SELF-ASSESSMENT WORKSHEET

Column 4

List of the five highest priority values, in descending order.	Category Names
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

USING THE REFERENCE SECTION

Once you have determined your personal priorities as established by the NPI, you are ready to use the Reference Section of CRS.

The Reference Section is letter-coded to correspond to the areas covered in the NPI. Each area is referenced by at least one ERIC document which is briefly described and highlighted with topics particularly pertinent to the area under review. These highlighted topics are underlined. The pages of the ERIC document on which those topics are referenced are indicated in parentheses.

NOTE: Some references are asterisked. For explanation, please see page 43.

EXAMPLE

> If your prioritized need is in the area of "accountability," turn to Resource Section A and read the description of the ERIC document cited for this area. Note that the title and ED number are indicated, and that specific topics within the document are underlined and paginated. If, for example, you are particularly interested in accountability as it impacts on time management, you can go directly to pages 420-422 and 437 of Core Counseling Competencies, on microfiche in the Microfiche File at the back of CRS.

A.

Accountability

Relates to question 1 of the Need Prioritization Instrument.

Core Counseling Competencies (ED 128 757) discusses counselor accountability (p. 405-437) in a direct, informative fashion. It includes a pre-test (p. 405-407) for self-assessment, as well as discussions of values and beliefs (p.410-414), counseling objectives (p. 414-417), cost benefit/cost effectiveness (p. 418-420), and time management (p. 420-422). Also included is a helpful list of barriers to effective time management (p. 437).

B.

Behavior Modification

Relates to questions 2-6 of the Need Prioritization Instrument.

Basic Behavior Modification (ED 109 589) presents a methodological approach to the use of behavior modification in counseling. The initial section (p.1-8) introduces and defines the subject matter of the test. The following sections explain reinforcement (p. 9-23), shaping (p. 23-25), modeling (p. 35-45), and additional reinforcement techniques (p. 45-52). Attention is paid to creating environments conducive to change (p. 53-75), with data on conditioning included. Several concrete examples of specific situations are developed. The final section treats the generalization of behavioral techniques to complex, multi-problem situations (p. 76-81).

Writing Behavioral Objectives (ED 128 967) opens with a discussion of the reasons for writing objectives (p. 1), their uses (p. 2), and criteria for sound objectives (p. 3). Rules for writing objectives (p. 4-7) are developed, and a closing section provides a dictionary of terms (p. 8-9).

Improving Human Services (ED 122 200) provides a concrete example of the use of client performance objectives in a human services setting (p. 53-58). Information is given on the development, writing and use of these objectives.

C.

Change Agentry

Relates to questions 7-8 of the Need Prioritization Instrument.

On Becoming a Change Agent (ED 140 212) presents a practical discussion of change agentry and its application to the counseling process. The role of the counselor as a facilitator of change is covered (p. 1-8) and a detailed model of the change process is introduced (p. 8-55). This discussion breaks down the process of change into easily understandable steps and combines theory with examples and concrete suggestions for action. Further ideas and tactics for change are also suggested (p. 56-72). An extensive, annotated bibliography is included (p. 73-123).

D.

Child Abuse

Relates to question 9 of the Need Prioritization Instrument.

The problems and techniques of handling child abuse are covered in *The Role of the School in Child Abuse and Neglect* (ED 137 715). The first part of the text discusses the social and psychological problems of child abuse (p. 1-8). including history (p. 1-4), legislation (p. 8-11), and etiology (p. 13-18). The second section discusses the role of the school (p. 19-49), identification (p. 21-25), reporting (p. 26), treatment (p. 26-31), sexual abuse (p. 32-37), referral (p. 40-41), and legal rights (p. 45-49).

E.

Consultation

Relates to question 10 of the Need Prioritization Instrument.

Consultation As Counselor Intervention (ED 137 715) is a discussion of the role of the counselor/consultant. It includes a description of the counseling process (p. 8-32); a systematic approach to consultation (p. 33-56); and material on individual and group consultation (p. 57-60), teacher consultation (p. 62-72), and parent consultation (p. 73-80). The material included is practitioner-oriented with many examples and suggestions for application.

F.

Counseling (Death and Dying)

Relates to question 12 of the Need Prioritization Instrument.

For a teaching unit on death, see *Death: A Part of Life* (ED 128 269). This unit approaches the study of death from a cross-cultural perspective (p. 12-17) in which students in the secondary schools gather information about their own death customs and compare it with death customs from other cultures. Materials cover teacher guidelines and student handouts. A fear questionnaire is included (p. 1-3) as well as a questionnaire about death (p. 4-5) to help students identify their own personal attitudes and fears about death.

Counselor Responses to Death and Dying (ED 094 274) includes guidelines for the preparation of counselors in dealing with client problems related to death. Elements of the training program include: sensitizing counselors to the topic of death, making clinical research and popular information available to counselors, helping counselors examine their attitudes toward death, and preparing counselors to be of service to clients with death-related problems.

F.

Counseling (Group)

Relates to questions 13-14 of the Need Prioritization Instrument.

Core Counseling Competencies (ED 128 757) provides an introductory discussion of group counseling techniques (p. 73-123), with accompanying pre-tests and comprehension checks for the reader's self-assessment. Sections cover group formation criteria (p. 75-81), group development stages (p. 85-94), structuring a group (p. 99-103), and instructions for counselor response to specific group behaviors (p. 107-123).

Structured Groups (ED 124 867) introduces the concept of the structured group as a delimited learning situation with a pre-determined goal and plan. The first chapter provides a definition of structured groups (p. 3), their theoretical basis (p. 4), development (p. 5-9), and adaptability to stress (p. 9). The conceptual overview (p. 12-33) includes major sections on the value of structured groups (p. 12-15), types of groups (p. 15-25), and the design of structured groups (p. 25-33). The remainder of the text describes and outlines 18 different group plans for specific problems. These are divided into three major categories. The first is life skills groups (p. 34-122) and includes:

Anxiety Management	(p. 38-46)	Couples Communication Skills	(p. 73-78)
Assertion Training	(p. 46-59)	Life/Work Planning	(p. 83-93)
Communication Skills	(p. 59-73)	Interpersonal Skills	(p. 93-104)
Decision-Making	(p. 78-83)	Self-Management	(p. 118-122)
Parenting Skills	(p. 104-118)		

F.

Counseling (Group)
(cont.)

The second major grouping is life theme groups (p. 123-195):

Personal Values	(p. 126-138)
Human Sexuality	(p. 138-151)
Loneliness and Self-Betrayal	(p. 151-159)
Raising the Male Consciousness	(p. 159-167)
Self-Esteem	(p. 167-180)
Women Aware	(p. 180-195)

The final grouping covers life transition groups:

Separation and Divorce	(p. 199-202)
Personal Loss	(p. 202-209)
Women Alone	(p. 209-215)

Although designed to facilitate implementation of a specific set of modules, *Freedom for Individual Development: Trainer's Guide* (CG 013 013*) can be used as a training tool for inservice training (all) in other school or agency settings. The module focuses on communication skills (p. 19-30) important to successful group facilitation, characteristics of single-versus-mixed-sex groups, and inservice program evaluation (p. 37-40) criteria.

F.

Counseling (Minority)

Relates to questions 16-18 in the Need Prioritization Instrument.

For a general discussion of the concepts in counseling minorities, see ED 128 757 (p. 125-182). This resource starts out with an overview (p. 127-141), and then goes on to discuss specific groups, i.e., Spanish-Americans (p. 158-167), Native Americans (p. 148-153), Blacks (p. 169-177), and Asian Americans (p. 141-148). Each of the sections discusses the specific cultural and social factors that impact the counseling process, and includes pre-tests and post-tests.

Transcultural Counseling: Needs, Programs, and Techniques (ED 122 202) provides informative and practical materials on counseling different ethnic groups in the United States. Issues concerning the counseling of Spanish Speaking (p. 1-61), Alaskans (p. 62-93), and Blacks (p. 94-130) are explored. Planning and implementing transcultural training experiences (p. 130-150), planning and leading transcultural groups (p. 151-190), and effecting tension reduction in racially mixed schools (p. 191-236) are discussed with many concrete suggestions for implementation. The final section describes exemplary programs, practices, and policies (p. 237-259) currently being carried out at the local, state, and federal levels.

Developing Communication Skills (ED 140 204) is a training manual, suitable for individual or group use, to help counselors provide minorities with adequate career guidance. Portions of the manual explore the importance

Counseling (Minority)
(cont.)

of verbal communication (p. 7-15) and nonverbal communication (p. 16-20), and the development of self-concept and self-concept enhancement (p. 22-30). Further sections cover career guidance strategies (p. 31-37) and practical applications (p. 38-40). A Personal Attitude Inventory (p. 2-3) related to minority counseling is also included. An accompanying guide (ED 140 203) provides material for using the text in a group setting.

Eliminating Stereotypes (ED 140 200) is a training manual similar to the above, for individual or group use. Sections focus on developing an awareness of behaviors that reinforce minority stereotypes (p. 7-19) and behaviors which facilitate recognition of individuality (p. 20-30). Other sections explore how behavior is affected through negative stereotyping (p. 31-46) and bias in career guidance materials (p.48-55). Further sections cover resources (p. 36-46) and practical applications (p.56-59). An accompanying guide (ED 140 199) provides material for using the test in a group setting.

F.

Counseling (Peer)

Relates to question 15 of the Need Prioritization Instrument.

The use of peer professionals in academic advisement provides a method of extending student services without expanding the budget. *Peer Advisement: The Use of Students as Peer Professional Support Staff* (ED 136 159) presents a model wherein students can function effectively in the area of peer counseling (all) on college campuses. The model stresses the need for training in interpersonal skills (p. 4-5), support of the professional and administrative staff, and supervision by professional counseling personnel. (Although the model is described for use on college campuses it can be adapted to the needs of the K-12 level.)

F.

Counseling (Women)

Relates to question 11 in the Need Prioritization Instrument.

Core Counseling Competencies (ED 128 757) provides informative materials on counseling women (p. 153-158). Topics covered are role conflicts (p. 154), self concepts (p. 155), and the counselor's role (p. 156-158) relative to understanding the particular problems of career-seeking women.

Facilitating Assertive Training Groups (ED 096 582) describes a structured model for assertion training groups. The model consists of eight two-hour sessions held at weekly intervals. The introduction (p. 1-7) contains valuable information pertaining to facilitator preparation (p. 2-4), and necessary equipment (p. 5). Each of the eight training sessions is fully described (p. 9-27), and contains all necessary instructional material for the person conducting the sessions. Appendix A contains two forms of an Assertion Inventory which are used as pre-tests and post-tests, as well as all necessary information for the administration and evaluation of the tests. Appendix B contains samples of behavioral contracts, and Appendix C contains information about the scripts of stimulus films.

Providing Career Guidance for Young Women (ED 140 202) is a training manual which provides text and activities suitable for both groups and individuals. Two major sections deal with personal biases (p. 4-9) and career exploration strategies (p. 24-35). Two games are extensively described, a problem solving game (p. 10-23) and an awareness game (p. 36-50). A

Coordinator's Guide (ED 140 201) is provided for using the manual in a group setting.

Providing Life/Career Planning for Women and Girls (ED 140 206) is a training manual similar to the above, but deals with the broader spectrum of woman's situation in the world of work. It begins with a discussion of sex role development (p. 5-20), including androgyny (p. 7-9), and social influences (p. 9-20). Further sections deal with myths and realities (p. 21-28), sex bias in resource materials (p. 29-38), and intervention strategies (p. 55-60). Title IX is dealt with in some detail (p. 49-54 and Appendix F), and the use of the Vocational Interest Card Sort is discussed (p. 39-48).

Designed as a module for an inservice teacher/counselor program, *Freedom for Individual Development: Counseling and Guidance* (CG 013 019*) focuses on the need to examine and eradicate prevalent sex bias (all) relative to career exploration (p. 50-60) and career planning (p. 50-60) for women. The module contains units on awareness (p. 14-26), educational planning (p. 27-36), women in the work force (p. 37-49), and career planning (p. 50-60). Young women are assisted in examining their work values (p. 39-41).

G.

Decision-Making

Relates to questions 19-20 of the Need Prioritization Instrument.

Helping Students Develop Career Decision-Making Skills (ED 140 190) is a training manual, developed for individual or group use. After an initial discussion of the importance of decision-making training (p. 5-18), the text goes on to discuss methods of adapting existing materials (p. 19-22) to this use. The next section develops techniques for designing new materials (p. 24-41) according to the specific classroom or group setting. Both sections include practice activities as examples. A final section provides annotated descriptions of available resources. A *Coordinator's Guide* (ED 140 189) is available for facilitating the use of this training manual in a group setting.

A values-based approach to decision-making is introduced in *Values Tech* (ED 137 341), (p. 53-70). The text details the decision-making process using an informal approach, and provides activities for both groups and individuals.

Structured Groups (ED 124 867) includes a group activity (p. 78-83) on decision-making. The material is suitable for groups of 6-12, and provides outlines of three 2-hour sessions.

Providing Career Guidance for Young Women (ED 140 202) contains a problem-solving game (p. 10-23) which can actually be used by both men and women. The game develops both values clarification and decision-making skills.

H.

Guidance (Career)

Relates to questions 21-26 of the Need Prioritization Instrument.

Career Guidance--general

Core Counseling Competencies (ED 128 757) provides an introduction to current theories of career development (p. 341-353). It begins with a pre-test (p. 341) for self-assessment. Approaches dealt with are the sociological approach (p. 344-345), trait/factor theory (p. 345-346), personality and needs theory (p. 346-348), and self-concept theory (p. 348-353).

Imaging Futuristic Career Guidance Goals (ED 140 196) is a training manual designed to introduce counselors to the concepts of futurism (p. 1-3) as they apply to the career planning process. Sections provide discussions and activities on future-conscious career planning (p. 8-15), future imaging skills (p. 16-26), selecting a preferred personal future (p. 27-35), and future adapting skills (p. 36-41). A detailed application model of the process is provided (p. 42-50), as well as post-assessment and evaluation materials for the reader (p. 51-54). A *Coordinator's Guide* (ED 140 195) is included for facilitating the use of this manual in a group setting.

Imaging Futuristic Career Guidance Programs (ED 140 194) is a training manual designed to teach counselors to use futuristic planning techniques in the design and implementation of career guidance programs. An introduction (p. 1-5) reviews the future planning skills introduced in *Imaging Futuristic Career Guidance Goals* (see previous paragraph). The remaining sections

provide discussion and activities on futurizing career guidance practices (p. 10-20), adapting future planning techniques to career guidance (p. 21-27), and using resources (p. 28-36). A final activity develops an actual application of the process (p. 37-45), and an appendix discusses future trends in education, work, and leisure (p. 46-50). A *Coordinator's Guide* (ED 140 193) is included to facilitate use of this manual in a group setting.

Helping Students Develop Career Decision-Making Skills (ED 140 190) is a training manual, developed for individual or group use. After an initial discussion of the importance of decision-making training (p. 5-18), the text goes on to discuss methods of adapting existing materials (p. 19-22) to this use. The next section develops techniques for designing new materials (p. 24-41) according to the specific classroom or group setting. Both sections include practice activities as examples. A final section provides annotated descriptions of available resources. A *Coordinator's Guide* (ED 140 189) is availalbe for facilitating the use of this training manual in a group setting.

The Guidance and Counseling Component: Career Development (ED 107 782) is a 3-week group counseling course for the 7th grade. The program is designed for about eight students in three 30-minute sessions per week. Coordinated game activities, pre-test, and post-test materials are provided. Emphasis is on heightened self-awareness as a basis for making informed life career decisions.

Establishing a Career Resource Center (ED 140 198) is a training manual suitable for individual or group use. Using a discussion/activity approach, the document introduces the concept of a 6-step systems approach to establishing or improving a resource center (p. 4-15), consisting of needs assessment (p. 16-19), writing objectives (p. 20-24), identification of potential programs, activities, and services (p. 25-29), and analysis and choice of options (p. 30-36). Final steps are the identification of implementation tasks (p. 37-39), and assignment of responsibility (p. 40-41). A *Coordinator's Guide* (ED 140 197) is included to facilitate use of the manual in a group setting.

Career Guidance--women

Providing Career Guidance for Young Women (ED 140 202) is a training manual which presents discussion and activities suitable for individual and group use. Two major sections deal with personal biases (p. 4-6), and career exploration strategies (p. 24-35). Two games are extensively described, a problem-solving game (p. 10-23) and an awareness game (p. 36-50). A *Coordinator's Guide* (ED 140 201) is included for using the manual in a group setting.

Providing Life/Career Planning for Women and Girls (ED 140 206) is a training manual, similar to the manual discussed in the preceding paragraph, which deals with the broader perspective of woman's situation in the world of work. The manual begins with a discussion of sex role development (p. 5-20),

including androgyny (p. 7-9) and social influences (p. 9-20). Further sections deal with myths and realities (p. 21-28), sex bias in resource materials (p. 29-38), and intervention strategies (p. 55-60). Title IX is covered in some detail (p. 49-54 and Appendix F) and the use of the Vocational Interest Card Sort is discussed (p. 39-48).

Career Guidance--minorities

Developing Communication Skills (ED 140 204) is a training manual, suitable for individual or group use, to help counselors provide minorities with adequate career guidance. Portions of the manual explore the importance of verbal communication (p. 7-15) and nonverbal communication (p. 16-20), and the development of self-concept and self-concept enhancement (p. 22-30). Further sections cover career guidance strategies (p. 31-37) and practical applications (p. 38-40). Additionally, a Personal Attitude Inventory (p. 2-3) related to minority counseling is included. An accompanying guide (ED 140 203) provides material for using the text in a group setting.

Eliminating Stereotypes (ED 140 200) is a training manual similar to the above, for individual or group use. Sections focus on developing an awareness of behaviors that reinforce minority stereotypes (p. 7-19) and behaviors which facilitate recognition of individuality (p. 20-30). Other sections explore how behavior is affected through negative stereotyping (p. 31-46) and biases in career guidance materials (p. 48-55). Further

sections cover resources (p. 36-46) and practical applications (p. 56-59). An accompanying guide (ED 140 199) provides material for using the text in a group setting.

Wisconsin Career Guidance Model (1977-1978) (CG 013 014*) describes the concept of career guidance (p. 20-30), responsibility of schools for career program planning (p. 13-15), including development of a localized needs assessment (p. 16-19) and a career guidance model (p. 3-10).

H.

Guidance (Job Placement)

Relates to questions 27-29 in the Need Prioritization Instrument.

Planning Pre-employment Programs (ED 140 208) focuses on the problems and needs of youth as they seek employment. Designed for individual or group use, this text covers such issues as rationale (p. 15-20), pre-employment services (p. 23-29), teaching desirable work habits (p. 33-40), job search skills (p. 59-69), and job interview skills (p. 73-84). Sections on evaluation of pre-employment services (p. 87-90) and a post-assessment (p. 93-94) complete the text.

Conducting Job Development Programs (ED 140 209) is designed to teach the necessary skills for generating a job development program for youth. The text can be used by individuals or in a group setting. Important areas covered are identifying potential employers (p. 15-20), contacting those employers (p. 23-30), securing job orders (p. 33-42), and the management of job and employer information (p. 45-52). The final sections discuss applications (p. 53-61) and provide a post-assessment (p. 65-71).

Conducting Job Placement Programs (ED 140 210) provides, on an individual or group basis, the skills necessary for developing and implementing a job placement program for youth. Principles (p. 13-20), state and federal legislation (p. 23-34), and information management (p. 37-54) are discussed relative to the establishment of a job placement office. Other sections deal with the actual placement of students in jobs (p. 57-64) and, finally, a post-assessment (p. 67-68) and specific applications (p. 71-72).

H.

Guidance (Job Placement)
(cont.)

Conducting Follow-up and Follow-through Programs (ED 140 211) is a text designed to teach the proper skills for the implementation of follow-up and follow-through programs in a job placement office for youth. Areas discussed are rationale (p. 15-19), collecting follow-up information (p. 23-36), and using follow-up information (p. 39-52). Further sections deal with follow-through activities (p. 55-58), and post-assessment (p. 61-66). A *Coordinator's Guide* (ED 140 207) provides the necessary materials for using the preceding four texts in a group setting.

Guidelines for Employment Counseling and Placement (ED 130 210) describes a comprehensive career education program for students seeking part- or full-time employment. Attention is paid to definition of terms (p. 3-4), counseling and placement objectives (p. 4-9), roles and functions (p. 9-11) of persons involved in career education, and a suggested plan for implementation (p. 11-14). The appendix contains samples of various forms useful to a career education program.

Core Counseling Competencies (ED 128 757) contains a section on job development (p. 357-380). A pre-test (p. 357-358) is included, as well as information on skills necessary for an effective job development unit (p. 359-361), structures of job development activities (p. 361-367), role definitions (p. 368-370) for those involved in job development, and special problems of the hard-to-employ individual (p. 371-378).

I.

Legal Concerns

Relates to questions 30-31 of the Need Prioritization Instrument.

Legal Concerns for Counselors (ED 137 714) discusses the impact of current legislation and ethical codes on the actions of the school counselor. The document explicates the legal framework (p. 2-7) of counseling, student rights (p. 7-13), confidentiality (p. 17-22), privacy (p. 22-31), and liability (p. 31-33). In addition, appendices include the Codes of Ethics of the American School Counselor Association and American Personnel and Guidance Association (p. 36-81).

Student Rights (ED 137 712) discusses the current concern for the rights of students and the effect of this concern on counseling practice. Sections investigate the legal framework (p. 2-5) of student rights, sex discrimination (p. 9-12), student records (p. 12-16), privacy (p. 16-21), placement (p. 21-29), and ombudsmanship (p. 29-36).

J.

Parent Education

Relates to question 32 of the Need Prioritization Instrument.

The Guide to Alcohol Programs for Youth (ED 142 900) speaks to a number of issues related to counseling youth with alcohol-related problems. It provides guidelines for working toward community involvement (p. 21-22), for establishing residential and drop-in rehabilitation centers (p. 26-27), and for implementing parent education (p. 24-25) and peer counseling components (p. 23-25).

K.

Program Planning and Development

Relates to questions 33-35 of the Need Prioritization Instrument.

Needs Assessment! Who Needs It? (ED 137 713) contains extensive, practical materials and examples on assessment. It includes an 8-step model (p. 7-22) of the assessment process, as well as information on its applicability to particular settings (p. 1-7, and 23-33). Appendices include specific examples of needs assessment as carried out in two school districts (p. 39-65).

Developing and Conducting In-Service Programs (ED 140 192) is a training manual suited for individual or group use. Separate sections cover principles (p. 7-10), and the development stages of an in-service program (p. 11-39), including action plans (p. 15-18), program development (p. 19-23), and program implementation (p. 24-39). Final sections deal with follow-up (p. 40-41), and post-assessment (p. 42-44). An accompanying guide (ED 140 191) provides material for using the text in a group setting.

Improving Human Services (ED 122 200) takes the reader step-by-step through the process of developing and renewing human services programs. The document begins with a discussion of the problems (p. 1-16) facing these services. A four-stage approach to planning and evaluation (p. 17-61) is introduced, consisting of outcomes assessment (p. 24-33), status assessment (p. 33-41), establishing goals (p. 42-47), and developing client performance objectives (p. 47-61). A section on staff development follows (p. 62-114), emphasizing the design and production of training modules (p. 71-105), and includes sample objectives and materials. The last section is devoted to the

development of competency-based client strategies (p. 115-142). In addition, seven currently available programs are described (p. 119-142), and an annotated list of strategy sources is provided (p. 143-148).

Health Education: A Planning Resource for Wisconsin Schools (CG 013 015*) is a useful guide for others interested in establishing a full program in health education (all)--mental, physical, safety and community--for their schools or districts. It focuses on program planning (p. 4-15; III/9-14), competencies and topics related to those competencies, and learning activities (p. III/1-8) to be used in classrooms for acquiring the stated competencies.

L.

Proposal Writing

Relates to question 36 of the Need Prioritization Instrument.

Putting Together a Guide to Proposal Development (ED 144 170) is a helpful tool for K-12 personnel interested in taking advantage of supplementary funding. It is designed for the proposal-writing novice, and addresses such issues as needs assessment (p. 11-16), proposal design (p. 18-23), proposal writing (p. 25), and budget (p. 35-36).

Another step-by-step guide to preparation of a proposal is *A Manual on Proposal Writing and Research Techniques* (ED 135 063). This guide takes the writer from the application for the grant through the identification of funding sources (p. 5-6), proposal design (p. 10), proposal writing (p. 12-17), and review (p. 20-21).

M.

Public Relations

Relates to question 37 of the Need Prioritization Instrument.

For the development of public relations skills, see *Developing Effective Public Relations* (ED 140 188). Designed for both group and individual use, it provides readers with the knowledge and skills needed to plan and carry out guidance-related public relations activities. Awareness of the meaning (p. 4-8) and importance of public relations is stressed as well as the ability to identify public relations resources in the community (p. 9-22). Additionally, activities are described which will enable the readers to plan (p. 23-29) and give (p. 30-34) public relations presentations. The last activity of the workshop is to develop a guidance-related public relations plan (p. 35-38) which readers will initiate and carry out in their own work situation. The Appendix contains an extensive list (p. 40-48) of possible public relations activities for counselors. A *Coordinator's Guide* is included (ED 140 187) so that these materials may be used in a group or workshop setting.

N.

Substance Abuse

Relates to questions 38-39 of the Need Prioritization Instrument.

Thinking About Drinking (ED 089 461) provides informative as well as instructional materials on alcohol and alcohol abuse. Introductory material covers physiological effects of alcohol (p. 3-9), myths (p. 12), and a subject area cross reference (p. 13-14) which enables teachers to use an interdisciplinary approach toward alcohol education. The core of the text consists of 24 structured activities (p. 15-57) designed to promote student awareness of responsible behaviors involving alcohol. The last section (p. 59-61) contains examples of evaluation questions to be used to assess the student's progress.

Core Counseling Competencies (ED 128 757) provides information concerning the use and abuse of 17 different drugs (p. 185-240), including alcohol, commonly found in our society today. A pre-test (p. 185-188) is provided for a quick assessment of drug knowledge, followed by a section on basic drug and alcohol information (p. 189-222). This section describes each drug in terms of its classification, social setting, and physical effects and hazards. Following sections contain information on symptoms of drug abuse (p. 224-225), blood alcohol concentrations (p. 226-227), signs of developing alcoholism (p. 227-228), and theories about and treatments for alcoholism (p. 230-232). The final sections of the chapter speak to the counseling of drug and alcohol abusers (p. 232-240) with special emphasis placed on group counseling (p. 236-238), questions for counselors who work with drug abusers (p. 233-236), and referrals (p. 235).

O.

Values

Relates to questions 40-43 of the Need Prioritization Instrument.

Personal values are intensively dealt with in *Values Tech* (ED 127 241). This is an organized course of instruction, with an informal, nonthreatening approach. Large numbers of individual and group projects are included. The text covers theory and practice (p. 17-52, 119-125), understanding personal values (p. 72-101), decision-making (p. 54-70), and planning (p. 134-225).

The Value Sheet as the basis for building *Valuing Exercises for the Middle School* (ED 102 034) is a technique particularly appropriate for helping students understand the values of others. The value sheet is a structured, written exercise which combines cognitive and values oriented questions about an observed or participant situation. A specific example of the use of value sheets for cross-cultural inquiry is also included (ED 107 536).

A structured group approach for values training is discussed in *Structured Groups for Facilitating Development* (ED 124 867) (p. 126-137). This uses a six-session format, and includes all materials for the individual sessions.

Additional material which could be used for the development of the exercises on ethnic and minority values can be found in *Core Counseling Competencies* (ED 128 757) (p. 127-182) and other resources discussed in section B.

USING THE INDEX

Each index entry is cited with the ERIC Document (ED) number of the appropriate microfiche (in the Microfiche File section) and the specific document page numbers which reference the indexed entry. In the interest of information currency, ERIC/CAPS has included several resources so recent that no ED numbers have yet been assigned, and no microfiche are yet available. These materials are cited in this Index and the Reference Section with an asterisk and the Clearinghouse accession number (CG) to indicate their future availability. As soon as the microfiche become accessible, ERIC/CAPS will mail them to you. The additional microfiche can be inserted at the end of the present file.

To use this Index, select a specific topic of interest--more narrowly focused than the broad areas of the NPI. Locate your topic in this alphabetical Index. Note that the Index provides the number of the ERIC document in which the topic is presented, and the document pages on which the topic is specifically discussed. You can go directly from the Index to the microfiche located in the Microfiche File.

EXAMPLE

> If you are interested in "androgyny," you will note that it is discussed on pages 7-9 of ERIC Document (ED) 140 206. You can go directly to the document by pulling the appropriately-numbered microfiche from the Microfiche File section at the back of CRS, and reading it on a microfiche reader.

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CONTINUING THE RENEWAL PROCESS

An important facet of counselor renewal is developing an awareness of your capabilities and needs in your role as a professional counselor. As you have worked with the Counselor Renewal System you have probably become increasingly aware that renewal is not a finite process, but a growing, ongoing activity.

Now that you have assessed your needs and have utilized the resources in CRS, you can continue your renewal process by using the ERIC system. ERIC stands for Educational Resources Information Center, and represents a network of 16 decentralized clearinghouses sponsored by the National Institute of Education. Each clearinghouse is responsible for acquiring, abstracting, and processing resources (like those in CRS) relating to a specific aspect of education. Most of the documents processed by the clearinghouses are "fugitive" in nature, meaning that they are not likely to be available through traditional sources, nor will they receive broad dissemination on their own. This includes documents such as project proposals, curriculum guides, replicable studies, and technical papers which have been presented at professional meetings.

After processing at the individual clearinghouses, documents are sent to a central facility, and on a monthly basis, are microfilmed and placed on computer tapes for automated retrieval. Monthly shipments of microfiche are sent to more than 650 standing order customers in the United States and abroad. Accompanying the microfiche shipments are the monthly indexes to ERIC: Resources in Education (RIE), and Current Index to

Journals in Education (CIJE). These indexes are the primary tools for accessing the ERIC collection, and are cumulated at six-month intervals. RIE provides subject, author, and institution indexing for the non-journal resources in the ERIC system. Each document receives a full abstract, and most are available on microfiche. Some documents, due to copyright restraints, have to be ordered from the author or publisher directly. The number you find on the upper left hand corner of the microfiche in the CRS is the accession number for that particular document. All documents indexed in RIE will have a unique accession number prefaced by "ED," which stands for "ERIC Document."

CIJE is indexed by author and subject, and cites over 750 educational journals on a monthly basis. It is also cumulated on a semi-annual basis. Citations in CIJE contain the journal title, issue, volume, date, article title and author, plus a brief annotation of the article. Articles cited in CIJE are not available on microfiche, and may be accessed through the journal itself, or, in most cases, through a reprint service offered by University Microfilms International.

Another method of accessing the ERIC system is by automated retrieval through a computer search. Many universities and educational institutions have the capacity to perform such searches. Costs for a search will vary from institution to institution. The final result of a search of the ERIC data base is a print-out containing the citations for articles contained in RIE and CIJE. A computer search is valuable when you have a multi-dimensional research topic, such as the evaluation of a counselor's

effectiveness in a junior high school setting. The underlined words are the concepts for which the computer would search, with the search results reflective of the synthesis of the three concepts.

You have now been exposed to the concept of ERIC and have had the opportunity to use its resources in the CRS. It is our hope that you will continue the renewal process on your own, utilizing your nearest ERIC collection. If you don't know its location, please contact us at ERIC/CAPS and we will be pleased to direct you to one close by.

ACCESSING THE ERIC SYSTEM

Now that you have been introduced to the helpful resources available through ERIC, you may want to let the system and its more than 150,000 titles work for you and those educational needs to which CRS does not respond. CRS would like to take you on a step-by-step tour through a manual search of ERIC so that you will be in a better position to find the answers you need in your everyday work.

1. Locate and visit your nearest ERIC collection.
2. Formulate your search topic in a brief but concise statement.
3. Find the ERIC Tools at your ERIC collection.
   a. Thesaurus of ERIC Descriptors--an alphabetical listing of subject terms through which materials are indexed into the system and, conversely, retrieved from the system. Each descriptor appears with a display of broader or narrower terms as well as related terms, so that you may select the one(s) most relevant to your search needs.
   b. Resources in Education (RIE)--the monthly ERIC indexes, each of which contains listings of document titles under descriptor terms, a section of resumes of all documents indexed for the month, an author index, and an institutional index.
   c. Current Index to Journals in Education (CIJE)--a companion index to RIE, containing journal titles under appropriate descriptor terms, brief annotations of the articles, an author

index and a listing of the 700-plus journals indexed, together with subscription information.

4. Using the Thesaurus, locate the narrowest and most specific ERIC descriptors relevant to your search topic.
5. Look up your descriptors in the subject index of the RIE and/or CIJE. Locate appropriate-sounding titles. Note the assigned ED (ERIC Document) or EJ (ERIC Journal) number.
6. Trace the ED# or EJ# to the resume section of the index and read the abstract (ED) or annotation (EJ). Note citations about which you want more complete information.
7. Go to microfiche cabinets to locate ED#'s you wish to read in more detail. Remove microfiche from file and read on a microfiche reader. NOTE: EJ materials are not available on microfiche. They are available only from the original journal or, in many cases, from a reprint service operated by University Microfilms International. Hard copy reprints of ED materials are available through the ERIC Document Reproduction Service. See your ERIC librarian for more information.

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